



## Mauldin Middle

1190 Holland Road  
Simpsonville, SC 29681

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	1,188 Students	
<b>Principal</b>	Rosia D. Gardner	864-355-6770
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	At-Risk
2006	Good	At-Risk
2005	Good	Below Average
2004	Good	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

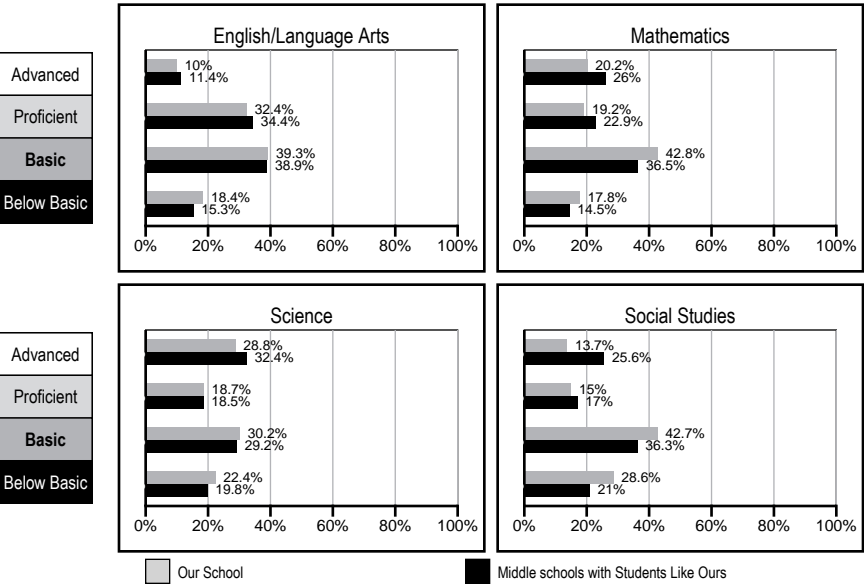
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	7	4	0	0

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	99.5	99.4
English 1	100.0	87.2
Physical Science	0	0
All Subjects	99.6	98.9

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=1,188)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	44.4%	Down from 45.7%	41.2%	19.4%
Retention rate	1.1%	Down from 1.2%	0.9%	1.8%
Attendance rate	97.0%	Up from 96.8%	96.7%	95.8%
Eligible for gifted and talented	27.6%	Down from 33.1%	27.7%	15.3%
With disabilities other than speech	8.9%	Down from 9.2%	9.2%	12.9%
Older than usual for grade	0.9%	Down from 1.1%	1.1%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 1.1%	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=69)</b>				
Teachers with advanced degrees	59.4%	Down from 62.9%	57.5%	55.0%
Continuing contract teachers	78.3%	Down from 87.1%	75.9%	70.6%
Teachers with emergency or provisional certificates	3.4%	Up from 3.2%	0.8%	5.4%
Teachers returning from previous year	86.5%	Down from 86.7%	86.1%	83.4%
Teacher attendance rate	95.8%	Down from 96.3%	95.3%	94.9%
Average teacher salary	\$45,980	Up 5.0%	\$46,696	\$44,706
Professional development days/teacher	7.0 days	Up from 6.1 days	12.5 days	11.8 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	6.0	3.0
Student-teacher ratio in core subjects	23.9 to 1	Up from 23.8 to 1	21.9 to 1	20.1 to 1
Prime instructional time	91.9%	Down from 92.4%	89.7%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.4%	99.5%	98.0%
Character development program	Good	No Change	Excellent	Good
Dollars spent per pupil*	\$5,351	Up 4.8%	\$6,732	\$7,097
Percent of expenditures for instruction*	67.6%	Down from 70.7%	64.3%	64.4%
Percent of expenditures for teacher salaries*	63.0%	Up from 61.2%	60.1%	59.4%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Mauldin Middle School has been in existence for nine years. Our numerous accomplishments have been made through the conscious effort of our teachers, students, parents, administrators and community members.

We continue to closely analyze our test scores in order to maximize our staff development strategies and increase the number of students scoring Proficient and Advanced on the Palmetto Achievement Challenge Test. Our teachers are Highly Qualified as defined by the No Child Left Behind Act, and eight of our teachers are National Board Certified Teachers. The school motto of "Expect the Best" encourages all of our students to strive for their best grades, excellent behavior and impressive attendance. Mauldin Middle School was named a Red Carpet School for the second time because of our family-friendly environment and outstanding customer service. We were also named a Green School by Santee Cooper and Laurens Electric Cooperative as part of their Green Power Solar Schools Program.

The Mauldin Mustangs, our collective athletic, academic, and performing groups, continue to distinguish ourselves in district, state, and national competitions. In conjunction with our school PTA, each student is given multiple opportunities to enhance his or her self-awareness through Beta Club, Sandlapper Club, Science Club, Student Council, Service Learning Corps, Step Team, Band, Strings, Chorus, as well as our athletic and academic teams. Our drama students capped off the academic year with an extraordinary performance of "Oklahoma" in May.

Our PTA, School Improvement Council, and Band and Athletic Booster Clubs have joined our business partners, including Publix, Arby's, Chic-Fil-A and Sam's Wholesale Club, to provide both teachers and students with additional resources and assistance in the successes we have enjoyed this year.

Our school staff worked diligently to renew our accreditation through the Southern Association of Colleges and Schools. Each staff member contributed suggestions and strategies to develop our Strategic Plan as we addressed each goal of the Greenville County Schools' Education Plan.

We are proud of what we have accomplished in each of our nine years, and we look forward to being a leader in middle school education for many years to come.

Rosia Gardner, Principal  
Catherine Stoddard, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	67	320	105
Percent satisfied with learning environment	92.5%	72.9%	84.3%
Percent satisfied with social and physical environment	95.5%	70.2%	80.8%
Percent satisfied with school-home relations	95.5%	83.2%	82.4%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 24 out of 33 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.4%	0.0%	No
Student attendance rate	97.0%	94.0%	Yes

\* Or greater than last year

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	1184	99.4	18.9	40.7	32	8.4	53.9	52.4	48.2	Yes	Yes
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## Gender

Male	565	99.1	23.4	45.2	25.3	6.1	45.4	46.1	41.7	N/A	N/A
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Female	619	99.7	14.8	36.6	38.2	10.4	61.7	59.1	55	N/A	N/A
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## Racial/Ethnic Group

White	752	100	11.8	39	38.9	10.2	63.3	62.3	60	Yes	Yes
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African American	279	99.6	36.5	46	14.4	3	28.5	31.7	31.7	No	Yes
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Asian/Pacific Islander	47	95.7	14.3	23.8	50	11.9	66.7	74.9	70.4	Yes	Yes
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Hispanic	86	97.7	29.1	44.3	17.7	8.9	46.8	36.7	38.4	Yes	Yes
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American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
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## Disability Status

Disabled	106	99.1	73.5	21.6	2.9	2	6.9	20.3	16	No	Yes
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## Migrant Status

Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
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## English Proficiency

Limited English Proficient	59	91.5	28.6	42.9	26.5	2	42.9	36.1	36.9	No	Yes
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## Socio-Economic Status

Subsided meals	283	98.2	37.5	42.5	16.5	3.4	32.6	34.3	34	No	Yes
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## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	1183	99.9	19.8	46.5	17.3	16.4	46.5	49.5	45.8	Yes	Yes
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## Gender

Male	564	99.8	19.9	43.9	18	18.2	48.9	49.9	45.6	N/A	N/A
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Female	619	100	19.8	48.8	16.6	14.8	44.3	49	45.9	N/A	N/A
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## Racial/Ethnic Group

White	752	100	12.9	46.4	19	21.6	54.8	59.4	59	Yes	Yes
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African American	278	99.6	38.8	46.8	10.6	3.8	24.7	27.2	26.9	No	Yes
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Asian/Pacific Islander	47	100	2.4	40.5	26.2	31	66.7	75.3	71.3	Yes	Yes
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Hispanic	86	100	27.5	46.3	20	6.3	36.3	37.4	38.1	No	Yes
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American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
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## Disability Status

Disabled	105	99.1	67.6	29.4	1	2	4.9	20.1	17.1	No	Yes
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## Migrant Status

Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
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## English Proficiency

Limited English Proficient	59	100	25	55.8	11.5	7.7	26.9	38.4	38.7	No	Yes
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## Socio-Economic Status

Subsided meals	283	99.7	39.2	44.5	9.9	6.5	24.7	32.2	31.4	No	Yes
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	793	100	22.1	30.2	18.7	28.9	47.6	39.3	35.7	97	96.5
<b>Gender</b>											
Male	367	100	22.9	25.7	18.6	32.8	51.4	41.6	37.4	96.9	96.4
Female	426	100	21.5	34.1	18.8	25.6	44.4	36.9	33.8	97	96.6
<b>Racial/Ethnic Group</b>											
White	502	100	14.8	29	18.9	37.3	56.2	49.7	49.2	97	96.4
African American	189	100	41.6	32	15.2	11.2	26.4	18.2	17	96.9	96.4
Asian/Pacific Islander	34	100	10	30	23.3	36.7	60	60.9	58	97.9	97.7
Hispanic	55	100	30	34	26	10	36	23.7	24.9	96.8	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	95.3	95.3
<b>Disability Status</b>											
Disabled	72	100	65.7	28.6	2.9	2.9	5.7	16.3	14	95.9	95.5
<b>Migrant Status</b>											
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	95.7	96.4
<b>English Proficiency</b>											
Limited English Proficient	39	100	46.9	21.9	21.9	9.4	31.3	22.6	24.4	97.2	97.2
<b>Socio-Economic Status</b>											
Subsided meals	188	100	42.5	31	13.8	12.6	26.4	21.3	21.1	96.1	95.8

**Social Studies**

All Students	788	99.8	28.4	42.6	15	13.9	28.9	38.1	34	97	96.5
<b>Gender</b>											
Male	386	99.5	28.3	39.4	14.8	17.5	32.3	41	36.6	96.9	96.4
Female	402	100	28.5	45.8	15.2	10.5	25.7	35	31.3	97	96.6
<b>Racial/Ethnic Group</b>											
White	495	100	19.3	45.9	17.7	17	34.7	46.1	44.5	97	96.4
African American	187	100	50	36	8.4	5.6	14	20.5	19.1	96.9	96.4
Asian/Pacific Islander	32	96.9	12.9	45.2	12.9	29	41.9	60.2	58.9	97.9	97.7
Hispanic	61	98.4	47.4	29.8	14	8.8	22.8	27.7	27.5	96.8	96.9
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	95.3	95.3
<b>Disability Status</b>											
Disabled	73	100	79.2	11.1	4.2	5.6	9.7	17.1	14.4	95.9	95.5
<b>Migrant Status</b>											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	95.7	96.4
<b>English Proficiency</b>											
Limited English Proficient	40	97.5	39.5	34.2	15.8	10.5	26.3	27.6	27.3	97.2	97.2
<b>Socio-Economic Status</b>											
Subsided meals	188	100	52	32.8	8.5	6.8	15.3	22.8	21	96.1	95.8

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	374	99.7	17.6	35.1	37.4	9.9	47.3
	7	410	99.8	17.1	45.7	33.7	3.5	37.2
	8	420	99.8	19.6	51.1	26.3	3	29.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	367	99.5	20.7	35.8	31.5	11.9	43.5
	7	398	99.8	18.2	39.8	33.6	8.3	41.9
	8	419	99.1	18	45.9	30.9	5.2	36.2
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	374	100	15	33.6	27.1	24.3	51.4
	7	410	99.8	15.6	41.5	22.6	20.4	43
	8	420	100	24.3	52.7	17.3	5.7	23
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	367	100	23.8	38.2	18.7	19.3	38
	7	398	100	14.3	43.9	18.4	23.4	41.8
	8	418	99.8	21.6	56.2	14.9	7.2	22.1
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	186	100	24.6	32.6	21.7	21.1	42.9
	7	410	99.8	19.1	34.4	22.1	24.4	46.5
	8	210	98.6	18.2	32.8	26.3	22.7	49
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	184	100	29.9	24.9	14.7	30.5	45.2
	7	398	100	17.9	30.9	19	32.2	51.2
	8	211	100	23.3	33.7	21.8	21.3	43.1
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	188	99.5	15.2	46.1	22.5	16.3	38.8
	7	410	99.5	29.6	42.7	14.3	13.3	27.6
	8	210	100	18.2	56.7	16.3	8.9	25.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	183	100	25.6	43.2	20.5	10.8	31.3
	7	398	99.8	32.6	40.4	9.1	18	27.1
	8	207	99.5	23	46.5	21.5	9	30.5

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample